DOCUMENT RESUME

ED 204 610 CE 029 564

AUTHOR Glosson, Linda R.; Bowers, Candice H.
TITLE Post-Secondary Vocational Home Economics Instructional Materials Needs Assessment Project: State-of-the-Art and Final Report.
INSTITUTION Texas Education Agency, Austin.
PUB DATE Jun 81
NOTE 87p.
AVAILABLE FROM Texas Tech University, Home Economics Instructional Materials Center, P.O. Box 4067, Lubbock, TX 79409.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Annotated Bibliographies; Child Development; Dietetics; *Educational Needs; Fashion Industry; Food Service; *Home Economics Teachers; Inservice Teacher Education; *Instructional Materials; Interior Design; Interviews; *Material Development; Needle Trades; Needs Assessment; *Occupational Home Economics; *Postsecondary Education; Surveys; Teacher Developed Materials; Two Year Colleges

ABSTRACT

A Texas project assessed postsecondary vocational home economics instructors' needs for instructional media and materials as well as the need for training in the development of curriculum materials. Relevant post-secondary programs identified were child development, food service/dietetics, fashion design/tailoring, and interior design. In collecting data on needs for instructional media and materials, two methods were employed: interviews of postsecondary vocational home economics instructors conducted during on-site visits to 20 community junior colleges and administration and analysis of a survey instrument. Additional procedures for the project included identifying resources for each subject area, preparing an annotated bibliography for each area, and establishing an advisory committee. Information from the survey indicated that postsecondary vocational instructors used a variety of teaching techniques and instructional media and materials and used them more frequently. The majority of instructors would increase their use of them if more and/or better quality materials were available. Needs were perceived for training in development of instructional media and materials, especially in the production and use of audiovisuals. (The site visit report record and needs assessment survey are appended.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204610

FINAL REPORT

Project Number 1:230055

POST-SECONDARY VOCATIONAL HOME ECONOMICS INSTRUCTIONAL MATERIALS NEEDS ASSESSMENT PROJECT: STATE-OF-THE-ART AND FINAL REPORT

By

Project Director

LINDA R. GLOSSON

Project Assistant Director

CANDICE H. BOWERS

Home Economics Instructional Materials Center
Texas Tech University

June, 1981

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Linda R. Glosson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The research reported herein was performed pursuant to a grant with the Researching Coordinating Unit, Texas Education Agency, Austin, Texas.

ACKNOWLEDGMENTS

This report is a result of research funded by the Research Coordinating Unit, directed by Dan Bristow, at the Texas Education Agency in cooperation with the Home Economics Instructional Materials Center at Texas Tech University.

Invaluable guidance and encouragement came from Carroll Parker, Chief Consultant, Division of Post-Secondary, Texas Education Agency, throughout the project. We gratefully acknowledge Mrs. Parker's dedication to the post-secondary vocational home economics programs in Texas.

Members of the Advisory Committee contributed advice and support during several phases of the project. Our appreciation goes to:

Betty Culbertson
San Antonio College

Patsy Flowers
Houston Community College

Ann Thompson
South Plains College

Ella Parker
San Jacinto College

And special thanks to members of the Home Economics Instructional Materials Center staff whose diligent efforts continually supported the activities of the project:

Ann Graff
Technical Editor

Rella Peterson
Assistant Director

Karen Irons
Secretary

Betty Robinson
Associate Director

Connie Bell
Secretary

Carol Scheer
Secretary

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS iii

LIST OF TABLES vi

INTRODUCTION vii

CHAPTER

I. REVIEW OF LITERATURE 1

Research and Information on Post-Secondary Vocational Home Economics 1

Research and Information Relevant to Student Characteristics, Teaching Methods, and Use of Instructional Media and Materials 8

The Future of Post-Secondary Education 13

II. METHODS AND PROCEDURES FOR THE PROJECT 16

Advisory Committee 16

Identification of Instructional Materials and Bibliography Preparation 16

On-Site Visits 17

Design of the Survey Instrument 18

III. RESULTS AND DISCUSSION 20

On-Site Visits 20

Results of the Survey 21

Preparation of the Bibliographies 54

Summary 54

IV. CONCLUSIONS AND RECOMMENDATIONS 56

REFERENCES 58

APPENDICES 61

A. Advisory Committee Membership List 62
B. Letter to the Advisory Committee 63
C. Curriculum Search Request Form 64
D. Letter to Publishers 65
E. On-Site Visits, List of Colleges and Programs 66
F. Post-Secondary On-Site Visit Report Record 67
G. Post-Secondary Instruction Media and Materials Survey Instrument 70
H. Survey Cover Letter 79
I. Follow-up Survey Letter 80

4

LIST OF TABLES

Table		Page
1.	L. Lolley Survey Results	12
2.	J. Friedlander Survey Results	14
3.	Number of Respondents by Subject Area	22
4.	Student Characteristics Question No. 1	25
5.	Student Characteristics Question No. 2	26
6.	Student Characteristics Question No. 3	27
7.	Student Characteristics Question No. 4	28
8.	Student Characteristics Question No. 5	29
9.	Student Characteristics Question No. 6	31
10.	Student Characteristics Question No. 7	32
11.	Program Instruction Question No. 1	34
12.	Program Instruction Question No. 2	35
13.	Program Instruction Question No. 3	36
14.	Program Instruction Question No. 4	38
15.	Program Instruction Question No. 5	40
16.	Program Instruction Question No. 6	41
17.	Program Instruction Question No. 7	42
18.	Comparison with L. Lolley Survey	49
19.	Comparison with J. Friedlander Survey	50
20.	Perceived Needs Child Development Instructors	52
21.	Perceived Needs For Service/Dietetics	53

INTRODUCTION

The Education Amendments of 1976 (P.L. 94-482) provided for the development of instructional materials for consumer and homemaking education. Fifteen percent of the basic state grant was to be used for post-secondary vocational education programs.

To date, curriculum materials have not been developed for post-secondary (junior and community colleges) vocational home economics programs in Texas. The coalition of professional home economics organizations–American Home Economics Association (AHEA), American Vocational Association (AVA), and Home Economics Education Association (HEEA)–has recognized the value of post-secondary home economics programs as an ongoing delivery system for vocational home economics. In a position paper written in 1979, the coalition pointed out the difficulties local groups have in making decisions related to scope and content of curriculum because of a lack of professional expertise needed for constant evaluation and revision of programs based on new knowledge and social, economic, and political changes. For these reasons, the need for state-level curriculum responsibility was recognized by the coalition (A United Front, 1979).

To assess the need for post-secondary curriculum materials, a project was conducted from August, 1980, to June, 1981, by the Home Economics Instructional Materials Center located at Texas Tech University. The center is one of four established and funded by the Texas Education Agency to develop and disseminate curriculum products for Texas vocational education programs.

The primary objective of the project was to assess post-secondary vocational instructors' needs for instructional media and materials, as well as the need for training in the development of curriculum materials. Relevant post-secondary programs identified were child development, food service/dietetics, fashion design/tailoring, and interior design (which respectively represent 58%, 19%, 13%, and 10% of the total number of programs according to Texas Education Agency personnel). Other objectives were to: a) review literature for current information on post-secondary vocational home economics; b) identify the characteristics of the students enrolled in these

program areas; c) identify instructional media and materials currently available which may be appropriate for use at the post-secondary level; d) identify the types of instructional methods used by the instructors; e) assess current use of instructional media and materials; and f) make recommendations based on the project's findings regarding the future development of curriculum materials or training for the post-secondary vocational home economics programs in Texas.

The following chapters will summarize the review of literature related to post-secondary home economics, explain the methods and procedures used to achieve the project's objectives, discuss the findings, and suggest possible implications for the future.

CHAPTER I

REVIEW OF LITERATURE

A thorough review of literature was conducted with the aid of an ERIC computer search, the use of the National Network for Curriculum Coordination in Vocational and Technical Education, as well as hand library searches by project personnel. References located at the Texas Tech Library were reviewed as well as a number of references purchased from other sources. This chapter will summarize the findings.

The review of literature is organized in three sections: a) research and information on post-secondary vocational home economics, including guidelines for planning post-secondary programs and past projects that have contributed to the development of programs and curriculum materials; b) research and information related to student characteristics, teaching methods, and use of instructional media and materials at the post-secondary level; and c) researchers' and other authorities' visions for the future of post-secondary education, including student enrollments.

A. *Research and Information on Post-secondary Vocational Home Economics*

An attempt was made to answer the following questions:

1. What research has been conducted specific to post-secondary vocational home economics?
2. What national guidelines have been developed for post-secondary vocational home economics programs?
3. How have individual states addressed the rise of these programs and their need for support in curriculum development?
4. How does Texas compare nationally with types and proportions of post-secondary vocational home economics programs?
5. How might Texas programs benefit from curriculum development in other states?
6. What activities have been conducted by Texas post-secondary educators in the development of curriculum materials?

Research conducted specifically on post-secondary vocational home economics was scarce and difficult to locate. The few relevant references located indicated that research in the past few years has been focused on the development of programs and curriculum in specific subject areas, such as child development, food service and dietetics. Four references of national scope will be examined first.

Vocational home economics programs developed rapidly during the past two decades. Programs were found in every state at various levels, including secondary, adult and post-secondary. The common goal was the "Preparation of. . .adults for gainful employment in occupations requiring less than a baccalaureate degree and for which there is expected to be an increasing economic demand" (Pieretti, 1969, p. 47).

Four elements acted together to provide the impetus for expanding the focus of home economics to include occupational education, according to Pieretti:

1. the Vocational Education Act of 1963, which encouraged home economics to include education for wage earning;
2. the rapid increase in the number of women entering the labor force, which generated the concern to help them effectively accept their dual roles as homemaker and wage earner;
3. the expansion of opportunities for men and women in service jobs that utilize the knowledge and skills of home economics; and
4. the desire to help persons with special needs–the culturally deprived, mentally retarded, physically handicapped, and emotionally disturbed–to fit into adult life in a meaningful way. (1969, p. 47)

Although programs at the post-secondary level were far outnumbered by high school programs, their place in the continuum of home economics education was important. Pieretti explains in *A Guide for Planning Secondary, Postsecondary and Adult Programs in Home Economics* (1969) the unique contributions post-secondary home economics would make.

> The technical occupation education programs at the post-secondary level are designed to be more specialized, thereby permitting students to utilize their past education and training achievements at full value to acquire skill competence in an occupational specialty (p. 61).

In addition, post-secondary programs would respond to the hierarchies in various occupations, and could train workers to meet requirements at each level. These programs were ideal for retraining, for upgrading skills, and for training the displaced homemaker for first-time employment. An additional function that Pieretti saw as a part of the post-secondary program was to provide training for employment skills, home management, child care and family living, and consumer awareness for both men and women. In other words, these programs taught skills on how to live and work in today's society (1969).

Pieretti concluded with detailed information on planning vocational home economics programs and on models for programs in each subject area. Pieretti recommended that the "systems approach" to planning be followed. Briefly the steps given were:

1. Need: Identified–Defined–Specified
2. Goals and Objectives Planned
3. Collect Data on Status of Career Field
4. Alternatives: What Types of Programs Would Work Best
5. Decide and Justify Course of Action
6. Program Planned and Implemented
7. Evaluation (1969, p. 56)

In addition Pieretti delineated the following guidelines to be followed, regardless of the level or subject area of the program to be developed:

> There is administrative support in terms of adequate supervision and coordination of the program.
>
> The occupation-centered curriculum is set up and maintained with the advice and cooperation of the employee-employer representatives concerned. Course content is developed from an analysis of the occupation for which training is to be given, subject to constant review in order to prevent obsolescence. Continuous cooperation is maintained with industry, labor, management, and public employment services to develop job specifications and employment opportunity data.
>
> The instructional program is directly related to existing employment opportunities and is based on the advice and counsel of representatives from the occupational community being served.
>
> Vocational guidance–including effective selection, placement, and follow-up of all students who finish or drop a course–is a continuous part of the program.
>
> Basic vocational programs should be designed to provide education in skills and concepts common to clusters of closely-related occupations.
>
> Opportunities for specialized or more advanced vocational training should be available in post-high school or on-the-job experiences.
>
> Training for an occupation is carried to the point of developing marketable skills, abilities, understandings, attitudes, and work habits sufficient to enable the trainee to get and hold a job in that occupation.
>
> Occupational training is offered as close to the actual time of job entry as possible. Age requirements for occupations are considered.

> Instruction provides effective learning situations and duplicates as nearly as possible conditions in the occupation itself.
>
> Personnel possesses adequate professional qualifications for teaching and are occupationally competent in the subject area of the instruction.
>
> Continuous study and investigation are integral parts of the program.
>
> The cost and district effort are reasonable in terms of the objectives of the project in extending vocational education to more people.
>
> Preparation for the dual role of homemaker-wage earner should be a part of every training program for young men and young women (1969, p. 60).

In 1971, the American Home Economics Association published *Guidelines for Junior and Community Colleges and Post-secondary Vocational and Technical Programs in Home Economics.* This concise document gave minimal standards for operating effective post-secondary home economics programs. Written in outline form, this publication set forth competencies and criteria for the following elements of any post-secondary vocational program:

Administration
Faculty
Library
Physical Facilities
Programs
Students
Supporting Disciplines

The authors recommend that every dean, director, and program coordinator of vocational home economics programs study and refer to the guide for both planning and evaluating their programs.

A study of secondary, post-secondary and adult programs was conducted by the Nebraska Research Coordinating Unit to ascertain the "extent to which wage earning home economics programs" had been developed nationally (Joern, 1968). They found that secondary programs were predominant, with fewer at the post-secondary level, and also discovered that:

> Nationally, the food service program is by far the most developed. In other words, the total number of states having Food Production, Management, and Service training programs at one of the educational levels greatly outnumbers the total number of states offering courses in the other areas (Joern, 1968, p. 4).

At the post-secondary level there were 14 states with food service programs, 11 states with clothing programs, 11 states with child care programs, and one state with a home management program. Thirty of these states were developing their own curriculum materials; 18 used materials developed by other states (Joern, 1968).

By 1978, according to *Chronicle Guide to Two-Year College Majors and Careers*, the number of programs at the post-secondary level in each area increased substantially. Child development programs had grown to outnumber food service slightly at the national level (338 child development, 307 food service), but in Texas there were proportionately more child development programs than food service (34 child development, 11 food service). The conclusion might be that Texas has given priority in vocational home economics at the post-secondary level to child development programs.

Curriculum development nationally has been largely in the area of child development. A few guides for post-secondary programs were located in food service and dietetics, and one was located in industrial sewing.

The following is a summary of materials developed, in chronological order by subject area.

Child Care and Development

1. *Child Care and Guidance—A Suggested Post-High School Curriculum*. Department of Health, Education and Welfare, 1967. This guide briefly outlines procedures for establishing and maintaining high-quality programs, and includes suggested degree plans, course descriptions, and bibliography.

2. *A Post-High School Program in Child Care Services, Vocational Education in Home Economics.* Institute for Home Economics Teacher, 1967. During the summer of 1967, a selected group of fifteen persons from seven states, instructors, future instructors, and state-level supervisors of post-secondary home economics, gathered to develop some guidelines for programs in child care and development. Content includes: competencies, guidelines for initiating and implementing the program, suggested degree plan, and a curriculum guide with concepts, experiences, and evaluation suggestions.

3. *Development of Post-High School Wage Earning Programs in Home Economics.* Ruth Dales, 1968. This guide was prepared to accompany the *Child Care and Guidance* curriculum guide above, the result of a three-week workshop held in Florida and sponsored by HEW.

4. *Guidelines for Teaching the Preschool Assistant.* Vocational Curriculum Management Center, Washington, 1972. This booklet outlines how to start a program at the post-secondary level and includes course outlines, suggested learning activities, and resources.

5. *Child Care and Development Occupations, Competency Based Teaching Modules.* U.S. Office of Education, 1974. The twenty-five competency based modules are written in terms of behavioral objectives, designed for use with all levels. They may be used also for in-service training. Modules are organized so that the trainee can be pre- and post-tested, and given only the training needed to progress at her or his own rate.

6. *A Curriculum Guide for In-Service Education of Group Day Care and Nursery School Personnel.* Minnesota Instructional Materials Center, 1976. This guide was developed after a needs assessment of child care workers and directors. Organized into units of interest, such as art, principles of development, and administration, this reference contains many suggestions for learning experiences. Over half of the book is made up of information and worksheets that can be duplicated for students.

7. *Child Care Teacher Aide–A Guide for Teachers.* New Jersey Curriculum Lab, 1977. Designed for both secondary and adult occupational training, this guide gives specific objectives, student activities, suggestions for teachers, student information sheets, and references.

8. *Child Care Program: Competency Based.* North Carolina Department of Community Colleges. Produced in notebook form, this guide was designed to assist post-secondary personnel in the development of child care programs. It includes a review of child care in North Carolina. The remainder of the guide shows how task analysis can be used to prepare a curriculum.

9. *Child Care/Guidance/Education Terminal Performance Objectives.* Minnesota Instructional Materials Center, 1979. With articulation of all levels of child care and development education as the goal, this occupational guide is based upon task analysis. One competency is listed per page, with criteria for mastery.

10. *Performance Objectives and Criterion-Referenced Measures for the Child Care Worker.* Curriculum Development Center, University of Kentucky. Suitable for use at both secondary and post-secondary levels, this guide is a comprehensive collection of performance objectives and criterion-referenced measures.

11. Child development associate training materials have been developed in several states, including Texas (*CDA Instructional Materials,* Texas Department of Community Affairs, 1977). These can serve also as a source of curriculum guidance.

Food Service

1. *A Post-High School Program in Food Service Supervision.* Institute for Vocational Home Economics Teachers, 1967. A group of professional home economics educators involved in post-secondary food service programs met for three weeks to develop this guide. It includes a suggested two-year program with specific ideas for objectives and activities.

2. *Food Service Occupations, Occupational Cluster Guide.* Oregon State Department of Education, 1970. Suitable for use at post-secondary level, this guide includes concepts objectives, suggested learning experiences, and evaluation criteria.

3. *Occupational Food Service Education: A Competency Based Articulated Model for Secondary and Post-secondary Schools in Wisconsin.* Southwest Wisconsin Vocational Technical Institute, 1976. This guide was developed to organize and guide the growth and development of occupational food service programs in Wisconsin. It is organized by competencies, objectives, learning experiences, and resources.

4. *Food Service Terminal Performance Objectives.* Minnesota Instructional Materials Center, 1979. Responding to the articulation need, this volume in notebook form is based upon performance objectives, each one being listed on a separate page with criteria for measuring the competency. It covers all major aspects of food service operations.

Dietetics

Multiple Learning Strategies Project: Dietetic Assistant, Volumes 1 and 2. Capital Area Career Center, Michigan, 1977. This is an instructional package designed to be used by the vocational dietetic assistant. It includes 89 modules organized into three units: nutrition, menu planning and food ordering, and housekeeping and safety.

Industrial Sewing

Catalogue of Performance Objectives, Criterion-Referenced Measures, and Performance Guide for Industrial Sewing. Mississippi State University. This includes performance objectives and guides for approximately 200 tasks, as well as bibliography and equipment list.

To summarize, very few states have developed and published curriculum guides and materials that could be used with post-secondary vocational programs in Texas. The selection in some curriculum areas is limited and dated; in other areas, no curriculum materials exist. Texas vocational home economics educators have developed a few materials for their own use.

During visits to 20 junior and community college campuses in Texas, the authors learned that many instructors and administrators had developed their own curriculum materials, some of which might be useful to other programs. However, no system is currently in place for sharing such locally developed teacher-made materials.

Student guides for several child development courses, for example, have been developed at El Paso Community College by Judy Bode, and at Brookhaven College (Dallas Community College District) by Hilda Linn. During the past three years, San Antonio College's child development department nas developed a guide for junior college instructors teaching child care personnel about the special or exceptional child. Eastfield (Dallas Community College District) has worked on two projects which have implications for curriculum development in child care and development programs. One endeavor involved articulation with area high school to develop specific skills and competencies needed for credit of some freshman level courses. At Texas State Technical Institute in Waco, Warren Amy's Food Service Technology faculty has developed student materials to accompany lab courses. El Centro (Dallas Community College District) has had a textbook published, *Learning to Cook Professionally*, written by a former instructor. El Centro's faculty has also developed a student lab manual.

Post-secondary curriculum development has been occurring in Texas, but only on a local, limited level. No coordination or concerted effort exists.

B. *Research and Information Relevant to Student Characteristics, Teaching Methods, and Use of Instructional Media and Materials*

Before appropriate curriculum could be developed, the characteristics of the students and teachers must be known. The following questions were considered:

1. What are the characteristics of vocational community college students?
2. What does the literature say about the instructors and their teaching methods?
3. How do post-secondary vocational instructors use the instructional media and materials available?

Probably the most common characteristic shared by post-secondary vocational students is that the majority are adult learners. This fact alone makes teaching in the community junior college different from teaching in a secondary school. Most adult students are entering the learning environment because they want to. They are motivated by many desires–obtaining employment, maintaining skills for present employment, and advancing in their careers (Cohen, 1969). Though highly motivated, many obstacles complicate the adult learner's endeavors, such as employment, family life, and physical health, all of which make demands on the student's time (Seaman, 1977).

Kelley and Leslie summarize the characteristics of the junior college student in *Teaching in the Community Junior College* (1970 pp. 143-145). They classified junior college students into two main types: the terminal student, who plans no education beyond the junior college level, and the transfer student, who intends to transfer to a senior college for an advanced education. Among their observations, based upon the research of Medsher, Blake, Plummer, and Richardson, are the following:

1. Junior college students are characterized by diversity; they are of all ages, abilities, philosophies of life, levels of knowledge, degrees of wealth or poverty, races, faiths or creeds, purposes, etc.; they do not necessarily have the same characteristics as their counterparts in the four-year colleges.

2. Transfer students are generally more able in aptitude than terminal students.

3. Junior colleges that tend to draw superior transfer students also tend to draw superior terminal students.

4. Public junior colleges, because they are usually local and inexpensive to attend, tend to draw most of their students from the lower half of the socioeconomic distribution.

5. There are two classes of college-age students: 17 to 21 college-age youth, and adult ages from 21 to 60 or 70. The latter make up about 50 percent of the total number of two-year college students in the United States.

6. The ratio of men to women is about 3 to 2.

7. More than half hold part-time jobs.

8. Two-thirds of the students who enter two-year colleges do not go beyond the sophomore year, although the aspirations of junior college students are largely limited to college transfer.

9. There is a great deal of mobility in the junior college and the attrition rate is usually high.

What do these characteristics mean in terms of instructional tactics? Essentially, the characteristics call for flexibility and variety. Very few institutions of education have as great a challenge as the community junior college in meeting the needs of such a diverse group of adult learners (Kelley and Leslie, 1970).

To gain an understanding of the learning styles of post-secondary vocational students, the University of Wisconsin Center for Vocational Technical and Adult Education undertook a study of vocational child care and development students at several community colleges. They found that the majority of the students were predominantly "field-dependent" in learning style, i.e. the students were strongly influenced by the surrounding environment. In addition, the child care and development students showed a slight preference for indirect instruction, where the teacher accepted feelings and ideas, and encouraged and asked questions, as opposed to direct instruction, a style characterized by authority, lecture, and giving directions. They showed no marked preference for structured or unstructured learning activities. Not suprisingly, most indicated that they were highly satisfied with their courses (University of Wisconsin Center for Vocational, Technical, and Adult Education, 1977).

Kelley and Leslie reported the results of a 1967 survey of two-year college instructors who were asked to rate sixteen common teaching methods as A (highest), B, C, or D. Overall, lecture, discussion, and the use of textbooks ranked as the most preferred methods, followed by lab, student performance, audiovisuals, and objective exams (Kelley and Leslie, 1970).

Most community junior college instructors probably adopted the traditional teaching methods of lecture, textbook, and discussion, though some post-secondary institutions were known to boast of innovative instruction because the faculty was not involved in research.

> Despite the wide-spread introduction of overly publicized "innovations," lecture and discussion still form the major thrust of teaching the American college (Cohen, 1969, p. 86).

Cohen criticized junior college teaching, saying that the instructors have adopted the worst from the public secondary schools and the universities. He felt that the community junior college instructors should be the leaders in the development of innovative and effective teaching strategies (Cohen, 1969).

Edmund Gleazer in *Project Focus: A Forecast Study of Community Colleges* (1973) explained why these traditional teaching methods were inappropriate for most junior college students:

> Conventional instruction with lectures, competitive testing-grading, and research papers may be an adequate approach for the typical teacher in a senior college or university, but in the community college instruction based on the "academic production assembly-line model" is detrimental to the student as evidenced by high failure and dropout rates. Community college students with undeveloped academic skills and nonacademic motivational styles need reinforcement of personal development before they can function effectively in a conventional academic setting. Traditional teaching with its tired lecture-listen-test approach toward pumping data into the student is clearly antiquated, if not Stone Age instruction, for many community college students who are academically disadvantaged.

He further recommended that a variety of instructional media and materials be used because no one way would work with such a wide variety of students.

Similarly, John Lolley (1978) found in his review of literature that many were critical of junior college instruction, and that the instruction was confined to lecture-textbook teaching. However, as a result of his research on post-secondary vocational instructors he concluded that:

> Their use of instructional resources is impressive. Audiovisual materials are extensively employed throughout the vocational technical programs. Printed materials, such as books, periodicals, manufacturers' literature, and association publications are liberally utilized as alternate or supplementary learning modes.

Evidently, the vocational instructors were responding to the needs of their students in the manner recommended by Gleazer.

Lolley's study was designed to determine the kinds and frequency of use of instructional resources by post-secondary vocational instructors at Tarrant County Junior College, Ft. Worth. Of the twenty-one items on his questionnaire, six of the categories corresponded with those of this project's survey (Table 1).

TABLE 1

L. Lolley Survey Results
Post-secondary Vocational Instructors' Use of
Instructional Resources

Rank	Category	Percent Reporting Use
1st	Audiovisuals	86%
10th	Association Publications	50%
11th	Programmed Individual Instruction	45%
12th	Practitioner Speaking to the Class	29%
16th	Field Trips	25%
18th	Textbooks	18%

(Lolley, 1978, p. 86)

The reasons given by instructors for the heavy use of media was the fact that no suitable textbooks were available (Lolley, 1978). This, a common problem in many vocational areas, could represent a challenge to instructors. The textbook represented the curriculum in a sense; and certainly it represented the course to the student (Institute for Home Economics Teachers, 1967).

A recent report by Jack Friedlander in *Community College Review* (1979) gave comparable summary of media use. Full-time instructors' media use broke down into the following categories and percents of use:

C. *The Future of Post-Secondary Education*

Authorities envisioned a challenging future for post-secondary education. For many, the future of higher education would be characterized by declining enrollments. Indeed, national projections of the number of high school graduates, the traditional population from which colleges recruit students, will decline 18% by 1986, and by 1991 it is expected to drop 26% below the peak reached in 1979. However, Texas was not expected to be as greatly affected as other states. Optimistic projections show Texas gaining 8% more high school graduates between 1979 and 1985 over the 1979 level; a decrease of 7% in 1985 will be followed by a 19% gain by 1991, and by 1995 a 10% increase over the 1979 level should be seen. Texas community junior colleges should have a steady and generally increasing number of high school graduates available for enrollment in post-secondary programs.

Future post-secondary college students would be drawn from other populations as well (Western Interstate Commission for High Education, 1979). These other populations represented adults who have worked and were returning to school for various reasons. Most attend school part-time and continue to maintain employment.

> Our changing student population includes an increase in the average age, a shift from more full-time to more part-time students, a shift from liberal arts to career-oriented majors, and an increase in both the number and proportion of older female students and racial/ethnic minorities (Holt, 1979).

TABLE 2

J. Friedlander Survey Results
Community College Full-Time Instructors'
Use of Instructional Media

Category	Percent Reporting Use
Films	60%
Transparencies	45%
Slides	39%
Filmstrips	29%
Video	26%

(J. Friedlander, 1979, pp. 65-72)

Enrollment in vocational post-secondary programs was expected to increase. Already some states have more vocational students than transfer students at the post-secondary level (Lombardi, 1978). One reason for the increase in vocational students was that the average adult was expected to retrain three or four times during a career (Holt, 1979).

These older adults enrolling in increasing numbers would require new strategies for learning. Joseph Cosand in his address "Where Do We Go From Here?" explained that community junior colleges would have to adopt practices such as modified entrance requirements, special counseling, new methods of instruction, weekend courses, and classrooms without walls. He foresaw more part-time students and faculty involved in evening class (Hoerner, 1976).

As recently as last year Hynan Field outlined alternate delivery systems appropriate for community colleges with a working adult student body. These alternate systems involved extensive use of current technology; for example, audio cassettes used by the student at home for instruction and response, television, and forms of video cassettes including the Goldmark Rapid Transmission and Storage System. He suggested that the telephone was an overlooked teaching tool. All of these delivery systems were designed to bring instruction to the student at her or his convenience (Field, 1980, pp. 27-33).

Holt predicted that:

> "The college that knows and understands its changing students, and develops programs and services to meet their needs should not concern itself with the future and with the declining number of 18-year-olds. Its potential clientele will consist of all the fascinating adults in the entire community" (Holt, 1979).

The challenge for the future in Texas post-secondary institutions, seems not so much a problem of where to find a sufficient number of students but rather how to develop policies and instructional strategies that will best meet the needs of these students, the adult learner and the recent high school graduate.

CHAPTER II

METHODS AND PROCEDURES FOR THE PROJECT

In collecting data on needs for instructional media and materials, two methods were employed: 1) interviews of post-secondary vocational home economics instructors conducted during on-site visits and 2) administration and analysis of a survey instrument. Additional procedures for the project included identifying resources available for each subject matter area, preparing an annotated bibliography, and establishing an advisory committee. The methods and procedures for each of these activities follows.

Advisory Committee

The project's advisory committee was established to provide input on various aspects of the needs assessment. The five member committee consisted of Carroll Parker, Chief Consultant and advisor for all Texas post-secondary vocational home economics programs, and four post-secondary faculty representing the various subject matter areas (see Appendix A).

During the fall of 1980 each of the committee members was interviewed. The committee members also provided input on the questionnaire before it was administered. Their comments were considered and revisions were made on the survey instrument reflecting their suggestions. Quarterly reports were sent to each member and the final project report, this state-of-the-art paper, will also be submitted to them. Members have been invited to evaluate each aspect of the project (see Appendix B).

Identification of Instructional Materials and Bibliography Preparation

Any assessment of needs for instructional materials would involve an analysis of the materials available for use by post-secondary home economics instructors. The goal was to provide an annotated bibliography for each of the areas under study.

The identification of instructional media and materials suitable for post-secondary use began with a "Curriculum Search Request" through The National Network for Curriculum Coordination in Vocational and Technical Education. A curriculum search request form was submitted to the network's regional representative, who distributed copies to all regional centers (see Appendix C). Fifteen centers responded to the request by forwarding information about post-secondary home economics materials available in their region.

An ERIC computer search resulted in a 69-page printout of references. Each of the 276 references was reviewed for content and suitability for use in post-secondary programs. Hand searches through several references completed the library research. Over 600 individuals, organizations, and publishers were contacted by letter for information on instructional materials suitable for use at the post-secondary level (see Appendix D). Responses came from almost half, the majority being publishers.

From these resources, four bibliographies were compiled, totaling nearly 1,000 individual references, including books, media of all kinds, periodicals, kits, curriculum guides, etc. The four bibliographies, Child Development, Food Service/Dietetics, Fashion Design/Tailoring, and Interior Design, were annotated with price and ordering information, notes on content, reading level and information on sex bias (on selected references). Readability studies were completed on 70 books by means of the Texas Tech WYLBUR computer system. Three passages from each book were analyzed for an average reading level. Each book was also reviewed for sex bias in language or illustrations. The Home Economics Instructional Materials Center has developed an informal guide to check for these factors. The bibliographies were compiled, edited, checked for accuracy of information, and reproduced for distribution at the conclusion of the project.

On-Site Visits

During the first half of the project on-site visits were made to 20 community and junior colleges throughout the state. A list of the colleges and programs is included in Appendix E. Contact was made with 51 persons. An effort was made to retrieve the same information from each person interviewed. An informal "On-Site Visit Report Record" (see Appendix F) was used to gather information from the persons interviewed regarding the history of the program, present use of instructional materials, student characteristics, and perceived needs for instructional materials. The responses to the interview questions and additional information and suggestions given by interviewees were used as a base for development of the survey instrument.

Design of the Survey Instrument

The survey instrument (see Appendix G) was designed to gather information about: 1) student characteristics, 2) instructional teaching methods and uses of materials and media, and 3) perceived needs for instructional media and materials. Members of the Home Economics Instructional Materials Center's professional staff, including a technical editor, as well as the members of the advisory committee and a faculty member of the Home and Family Life Department of Texas Tech, were involved in the development of the survey instrument.

A current list of post-secondary vocational home economics instructors teaching in the spring of 1981 was compiled by polling coordinators of each program. The first week in March surveys were mailed to the 200 identified instructors along with a cover letter and a postage paid return envelope (see Appendix H). Follow-up letters were sent three weeks later (see Appendix I) and phone calls were made to program coordinators as reminders to return their surveys as soon as possible.

Most survey items were constructed so that the respondent could check the response which best answered the question. Other items requested information such as additional comments on student characteristics, type of training desired for instructional materials development, and needs for instructional media and materials which required a written response. In developing the survey items efforts were made to avoid misrepresentations of words, ambiguity, loaded questions, unclear directions and assumptions of too much knowledge on the part of the respondents.

The survey was organized into four sections: 1) Program Information, 2) Student Characteristics, 3) Program Instruction, and 4) Perceived Needs.

The first section on program information requested the respondent to check which vocational area she or he teaches: food service/dietetic, child development, fashion or pattern design, alterations and tailoring, interior design, or other. Responses were tallied by hand and the number of instructors in each area assessed.

The second section on student characteristics asked seven questions which required the respondents to estimate what percent of their students had each of the characteristics listed. Respondents were asked about the educational backgrounds of their students, ages, work experiences, reasons for taking the courses, current employment, reading levels and abilities. For each question, the respondents checked one of these percent ranges: None, 1-25%, 26-50%, 51-75% or over 75%. They were to account for 100% of their students.

Program Instruction, the third section, involved gathering information about what teaching techniques, instructional media and materials were being used by the instructor. The five frequency ranges to choose from for each technique and type of media and materials listed were: "Almost Every Class Period," "Over 4 Times a Semester," "2-4 Times a Semester," "Once a semester," and "Do Not Use." In this section instructors were asked to rate specific considerations for the selection of instructional media and materials such as "content relative to career objectives," "reading level," "appeal to student," and "appropriateness of adult learners." The ratings were: "Essential," "Imperative," "Somewhat Important," and "Unimportant."

Other items gave information on accessibility of audiovisual equipment, whether instructional media and materials were teacher-made, commercially purchased or both. Instructors were next asked if they would increase their use of certain media and materials if more were available, if they were of better quality, or both. They could also check that they would not increase use. The last question asked the respondents if they felt that instructors in other programs would benefit from sharing instructional materials by checking "yes" or "no."

The fourth section in perceived needs involved responding to a yes-no question: "Do you feel that training in the development of instructional media and materials would be of benefit to most instructors in your field?" The final question asked for specific concepts or topics that the instructor felt a need for more instructional media or materials. After listing each, they were to assign a rank in order of importance and list suggestions for the type of media or materials desired.

CHAPTER III

RESULTS AND DISCUSSION

The Post-Secondary Vocational Home Economics Instructional Materials Needs Assessment Project was conducted to assess the needs of post-secondary vocational home economics instructors for instructional media and materials and to identify instructional media and materials available and suitable for use at the post-secondary level. The results of the three major activities of the project—on-site visits, administration and analysis of a need assessment survey instrument, and preparation of bibliographies—will be reported and discussed in this chapter.

On-Site Visits

On-site visits were made to 20 junior and community colleges across the state. The majority of instructors and administrators interviewed were receptive to and interested in the Post-Secondary Vocational Home Economics Instructional Materials Needs Assessment Project. Most instructors expressed a need for instructional materials suitable for the junior college vocational student. A number of instructors explained that when they began teaching they had to develop their own instructional materials. Communication among the programs in the same subject area was a concern expressed. Several instructors stated a desire to exchange ideas and instructional materials to avoid needless duplication of efforts and materials.

Personnel at three of the colleges visited did not identify specific needs. Because these colleges are among the oldest programs in the state, instructors have had longer to develop and collect their own instructional materials and may, therefore, feel less need for additional materials than instructors in younger programs. Instructors in more established programs such as these might serve as resources for the development of instructional materials which would benefit newer programs.

Needs were expressed in several child development programs for materials in the areas of nutrition, health, and safety, and infants and toddlers. In almost all programs where needs were

identified, requests for appropriate audiovisual aids were common. Many instructors observed that written materials presented problems due to their reading levels for some students.

Community junior college students were characterized by those interviewed as having wide-ranging educational backgrounds, ages, and experiences. The reading levels of the students appeared to be lower than the junior college level, many between 8th and 10th grade reading levels. In the majority of programs over 50 percent of the enrolled students were currently employed in their area of study.

The information obtained during the on-site visits served as the basis for the needs assessment survey instrument. The on-site visits also contributed to the high rate of response to the survey.

Results of the Survey

A total of 200 surveys were mailed to instructors identified as teaching courses in vocational home economics during the Spring, 1981 semester. Of the 200 instructors, 196 were actually teaching and eligible to respond. Forty-eight percent, or a total of 95 surveys, were returned. Analysis of the data was completed on the first 93 surveys; the remaining two surveys arrived after the calculations had been made.

For each survey item, frequencies for each possible response were tabulated. A hand-tally method was used due to the small number of surveys sent. Tallying was done by two individuals separately and comparisons made periodically to check for accuracy. Corrections were made when necessary.

The remainder of this chapter will review the results of the survey instrument, discussing each of the four sections independently—program information, student characteristics, program instruction, and perceived needs.

Program Information

Table 3 gives the number of respondents in each vocational home economics teaching area.

TABLE 3

Number of Respondents by Subject Area	
Food Service	5
Dietetics	5
Child Development	67
Fashion or Pattern Design	5
Alterations and Tailoring	2
Interior Design	8
Other	1
Total Responding	93

As was anticipated, the majority of surveys returned were completed by child development instructors. In addition, a higher percentage of child development instructors returned the survey than did instructors in any other subject area. Over 56 percent of the 119 child development instructors responded. One reason for this may be that the child development instructors have organized as a group, Texas Community College Child Development Educators, and project personnel were able to meet with them on two occasions. This personal contact may have increased respondents' interest in and commitment to the project. In addition, many of the child development instructors were acquainted with the Assistant Project Director.

Student Characteristics

In this section of the survey respondents were asked to estimate what percent of their students had each of the characteristics listed. They were asked to be sure that their responses to the parts of each question would account for 100 percent of their students. When it was obvious that the responses to the parts of the question would account for either more or less than 100 percent of the students, responses to all parts of the question were voided. For example in the first question if a respondent indicated both that over 75 percent of the students have a high school diploma and that over 75 percent have had some college, the entire question was voided for that respondent. Several questions in this section had a high number of voids. Apparently, some respondents did not understand that responses should indicate *only* the percentage of students whose highest achievement was represented by the characteristic. Instead, some respondents gave the percentage of students who had achieved each level, i.e. 75 percent may have had *both* a high school diploma and some college. Other apparently did not check responses to all parts of the question to be sure 100 percent of their students were accounted for.

The survey was carefully reviewed by advisory committee members, Texas Education Agency personnel, and research faculty at Texas Tech University but this apparent source of confusion was not detected before the survey was distributed. Evidently, the directions for this section, or the structure of the questions, were not clear to a number of respondents.

The figures in Table 4 represent frequency of response to the question on students' educational backgrounds. Many programs have a high percentage of students with a high school diploma. Otherwise, responses fall largely in the 1-25 percent range, an indication of variability in educational backgrounds. Some programs have students in each of the categories ranging from less than high school to college degree. Over half had no students with either less than high school or a college degree. Almost half of the programs had no students with only some high school. Most students' educational level fell in the categories of GED, high school diploma, or some college.

The frequencies for the question on age ranges are shown in Table 5. The majority of instructors indicated that their students are usually under 30 years of age, but, the number of responses in the 1-25 percent range are indicative of overall variety in students ages. Almost half of the programs have some students in each age range. Almost half of the programs reported having no students over 50 years old.

Table 6 shows the response frequencies for the question on work experience. A variety of work experience is evident. The majority of respondents indicated that their students have some type of previous work experience. The greater percentages of student have work experience in their field or a related field. A smaller percentage of students have work experience in a different field.

Sixty percent of the respondents reported having some students with no previous work experience in their classes. The student most likely to enroll in vocational home economics programs will have some work experience in this or a related field.

The question which asked respondents to indicate the reasons students gave for taking their courses is shown in Table 7. Most students either desire to gain first-time employment or to upgrade skills for their present level of employment. Fewer students are seeking career advancement or personal development. Responses in the 1-25 percent range follow the pattern of previous questions indicating that students have a variety of reasons for taking the courses.

Table 8 shows that the majority of programs have some students who are currently employed; and for most, over half of the students are currently employed.

TABLE 4

Student Characteristics Question No. 1

Question: What percent of your students have each of the following educational backgrounds?

Total responding: 72
No response: 1
Voids: 20

Frequency of Response

Characteristic	None	1-25%	26-50%	51-75%	Over 75%
a. less than high school	56	16	0	0	0
b. some high school	43	17	5	2	2
c. GED	24	40	7	0	1
d. high school diploma	5	11	18	21	17
e. some college	12	48	7	1	4
f. college degree	51	21	0	0	0

TABLE 5

Student Characteristics Question No. 2

Question: What percent of your students fall into each of the following age groups?

Total responding: 90
No response: 1
Voids: 2

Frequency of Response

Characteristics	None	1-25%	26-50%	51-75%	Over 75%
a. 18-25 years old	3	36	21	19	11
b. 26-30 years old	9	52	27	2	0
c. 31-40 years old	12	58	14	6	0
d. 41-50 years old	24	58	7	1	0
e. over 50 years old	46	42	0	2	0

TABLE 6

Student Characteristics Question No. 3

Question: What percent of your students have had each of the following amounts and types of work experience?

Total responding: 81
No response: 0
Voids: 12

Frequency of Response

Characteristic	None	1-25%	26-50%	51-75%	Over 75%
a. no previous work experience	20	54	1	4	1
b. some work experience in this field or a related field	4	32	23	18	3
c. some work experience in a different field	14	47	16	3	0
d. several years of work experience in this field or a related field	14	38	23	4	1
e. several years of work experience in a different field	24	47	9	0	1

TABLE 7

Student Characteristics Question No. 4

Question: What percent of your students have each of the following reasons for taking your courses?

Total responding: 74
No response: 0
Voids: 19

Frequency of Response

Characteristic	None	1-25%	26-50%	51-75%	Over 75%
a. to gain first-time employment in this field	11	29	20	8	5
b. to upgrade skills for present level of employment	5	35	22	6	5
c. career advancement	15	39	13	5	1
d. personal development	15	49	7	2	0

TABLE 8

Student Characteristics Question No. 5

Question: What percent of your students are currently employed in this field?

Total responding:	91
No response:	2
Voids:	0

Frequency of Response

None	1-25%	26-50%	51-75%	Over 75%
5	16	20	30	20

Responses to the question on reading levels, shown in Table 9, indicates a broad range of reading levels from elementary to college. The majority, however, fall somewhere between 9th and 12th grade. Fewer students have elementary or college level reading abilities.

The question on bilingual reading abilities is the only question where a clear majority for each characteristic is indicated. Table 10 shows the responses indicating that the majority of programs have more students who read English only. Fewer programs have a large number of students who read Spanish only. The majority of programs have some bilingual students.

Instructors were asked to suggest the most appropriate reading level or range for the instructional materials used by their students. Responses ranged from 6th grade or below to 17th grade reading level. The average reading level was 10th grade; the average range was from 9th to 11th grade.

Finally, respondents were asked to make additional observations about the characteristics of the students enrolled in their courses. Forty-nine respondents answered this question and though comments were varied, some patterns emerged. The most prevalent type of comment noted that the students had poor abilities in reading, writing, note-taking and other academic skills. Some of their comments were: "poor study skills and difficulty in taking notes;" "under-achievers academically;" "lack study skills;" "math, spelling, and writing skills extremely weak;" "surprised that some have high school diplomas, their grammar and spelling are horrible." A second type of comment explained the kinds of teaching techniques considered appropriate for the vocational junior college student. The instructors said that the students "are visually oriented, need a lot of concrete examples," "need lots of pictures and explanatory discussion," "need teaching approaches besides the traditional lecture," and that the "materials presented should be of a high interest level, but easy to understand." Others commented that their students were "highly motivated" and "eager to learn." Finally, many instructors noted the fact that their students were varied in abilities and backgrounds.

TABLE 9

Student Characteristics Question No. 6

Question: What percent of your students have each of the following reading levels?

Total responding: 79
No response: 2
Voids: 12

Frequency of Response

Characteristic	None	1-25%	26-50%	51-75%	Over 75%
a. elementary	39	36	3	1	0
b. 7th or 8th grade	24	34	16	3	2
c. 9th or 10th grade	16	32	23	6	2
d. 11th or 12th grade	11	26	30	6	6
e. college	19	48	6	2	4

TABLE 10

Student Characteristics Question No. 7

Question: What percent of your students have the following reading abilities?

Total responding: 90
No response: 1
Voids: 2

Frequency of Response

Characteristic	None	1-25%	26-50%	51-75%	Over 75%
a. read English only	2	3	14	19	52
b. read Spanish only	64	25	1	0	0
c. read both Spanish and English	12	63	11	3	1

Program Instruction

For the first eight questions in the section on program instruction, respondents were asked to indicate their use of instructional media and materials by placing a check in the column which best described their response. Percent of responses for each item will be presented in a table for each question. The outstanding findings will then be discussed.

The question exploring teaching techniques is shown in Table 11. Preferred techniques used almost every class period in order of perference were: 1) group discussion, 2) questioning, 3) lecture, 4) lab, and 5) reading assignments. Everyone useds lecture and discussion at some time during a semester course. Techniques used least often included: 1) individualized instructional modules, 2) field trips, 3) role playing, and 4) guest speakers. All techniques were used at least once a semester by over 75 percent of the instructors with the exception of individualized instructional modules. The majority of instructors who used individualized instructional modules used them at least twice a semester.

Table 12 shows how frequently the instructors reported use of media during the semester. The chalkboard ranked as the most frequently used visual aid, used by 71 percent of the instructors almost every class period. Sixteen mm films ranked high in use, over four times a semester; followed by filmstrips with sound or script and slides. Least often used instructional media included film loops and TV or radio.

How frequently respondents used the instructional materials listed is shown in Table 13. Sixty-seven percent of the instructors responding said they used textbooks almost every class period; only 7 percent of the instructors did not use textbooks. Handouts also ranked high in use; 47 percent of the instructors used them almost every class and 40 percent used them over four times a semester. Over all, more than half of the instructors indicated that they used each of the types of instructional materials listed at least two to four times a semester.

TABLE 11

Program Instruction Question No. 1

Question: How frequently do you use each of the following teaching techniques during a semester course?

Type of Techniques	No. Responding	Percent: Almost Every Class Period	Over 4 Times a Semester	2-4 Times a Semester	Once a Semester	Do Not Use
a. group discussion	93	75	22	3	0	0%
b. lecture	92	58	32	8	2	0%
c. questioning	93	70	22	7	0	1%
d. student reports	90	7	22	39	28	4%
e. practical application (lab)	89	50	31	7	3	9%
f. student projects	91	18	25	31	25	1%
g. individualized instructional modules	89	13	17	19	9	42%
h. demonstrations	92	29	39	19	9	4%
i. audiovisuals	93	30	42	19	2	7%
j. field trips	88	0	13	30	32	25%
k. observations by students	93	19	29	31	10	11%
l. observation and critique by teacher	91	21	35	20	10	14%
m. guest speakers	93	1	13	29	40	17%
n. test or quizzes	93	5	28	51	10	6%
o. reading assignments	92	42	42	11	0	5%
p. role playing	90	8	33	28	10	21%

TABLE 12

Program Instruction Question No. 2

Question: How frequently do you use each of the following instructional media during a semester course?

Type of Media	No. Responding	Percent				
		Almost Every Class Period	Over 4 Times a Semester	2-4 Times a Semester	Once a Semester	Do Not Use
a. 16 mm films	85	1	43	30	12	14%
b. filmstrips with sound	90	6	38	28	13	15%
c. video cassettes	89	3	16	27	17	37%
d. slides	90	3	28	23	16	28%
e. slides with sound	91	2	22	29	13	34%
f. film loops	88	0	9	7	3	81%
g. cassettes or recordings	91	2	20	25	13	40%
h. transparencies	91	5	23	26	11	35%
i. TV or radio	87	1	8	10	10	71%
j. chalkboard	90	71	27	1	0	1%
k. posters	91	10	24	30	9	27%

TABLE 13

Program Instruction Question No. 3

Question: How frequently do you use each of the following instructional materials during a semester course?

Types of Materials	No. Responding	Percent				
		Almost Every Class Period	Over 4 Times a Semester	2-4 Times a Semester	Once a Semester	Do Not Use
a. textbooks	93	67	22	4	0	7%
b. student workbooks	89	11	20	9	5	55%
c. handouts	93	47	40	11	0	2%
d. games	90	5	26	28	14	27%
e. demonstration models	90	10	28	29	19	14%
f. kits (variety of materials)	91	4	22	31	11	32%
g. curriculum guides	83	13	27	12	14	34%
h. periodicals	90	11	43	28	11	7%
i. pamphlets	91	4	32	33	13	18%
j. reference books	92	15	47	23	5	10%

How instructors rated certain considerations when selecting instructional media and materials is shown in Table 14. Two outstanding considerations, rated essential, were that the content should be relative to the course objectives and that the information be accurate. Over half of the respondents also rated as essential, "currentness of content," "appeal to the student," and "flexibility in meeting varied needs, abilities, and experience levels of students." Instructors do not consider the availability of accompanying materials, such as student workbooks, instructor's guide, pretests, or post-tests, as important as other considerations.

The question which asked respondents to indicate the availability of several types of audiovisual equipment is shown in Table 15. Most types are either easily or somewhat accessible. Sixteen mm projectors, filmstrip projectors, cassette player/recorders, slide and overhead projectors were slightly more accessible than the other audiovisual equipment. The film loop projector was the least available type of equipment.

Instructors were asked to indicate whether they used teacher-made or commercially purchased instructional media and materials. The responses are shown in Table 16. Half of the respondents said they used both teacher-made and commercially purchased materials for video cassettes, cassettes or recordings, student workbooks, and handouts. Items which ranked highest for teacher-made materials included handouts, transparencies, and posters. Sixteen mm films, filmstrips, and textbooks were predominantly commercially purchased.

Table 17 shows responses to the question asking the instructors to indicate under what conditions they would use the listed instructional media and materials more frequently. Items that would not be used more frequently in order of rank included TV or radio, slides, and games. The majority of instructors indicated that other items would be used more frequently if more were available, or if the media or materials were of better quality, or both. Quality alone did not seem to be as important as having more materials available, or both more and of better quality.

TABLE 14

Program Instruction Question No. 4

Question: How important are each of the following considerations when selecting instructional media and materials?

Considerations	No. Responding	Percent			
		Essential	Important	Somewhat Important	Unimportant
a. content relative to course objectives	93	95	5	0	0%
b. reading level	93	46	44	10	0%
c. appeal to student	92	53	40	7	0%
d. size or length	93	16	63	15	6%
e. cost to student	91	31	51	14	4%
f. cost to program	83	27	47	21	5%
g. organization of material	93	38	57	5	0%
h. availability of instructor's guide	93	17	29	26	28%
i. accuracy of information	93	90	9	1	0%
j. currentness of content	91	65	32	0	3%
k. appropriateness of pictures, drawings, diagrams	93	58	29	13	0%
l. suggestions for further readings	93	8	38	46	8%
m. suggestions for activities	93	15	51	25	9%
n. chapter summaries	93	9	35	37	19%

(Continued)

TABLE 14 (cont.)

Considerations	No. Responding	Percent			
		Essential	Important	Somewhat Important	Unimportant
o. study questions	93	8	35	41	16%
p. based on task analysis	93	8	44	33	15%
q. behavioral objectives	93	14	47	32	7%
r. competency based	93	29	49	20	2%
s. equipment required	93	11	37	36	16%
t. preparation required	81	5	49	40	6%
u. availability of student workbooks	93	8	21	31	40%
v. flexibility in meeting varied needs, abilities, and experience levels of students	92	53	40	7	0%
w. appropriateness for adult learners	92	63	35	2	0%
x. pretests	92	7	17	46	30%
y. post-tests	93	10	23	41	26%

TABLE 15

Program Instruction Question No. 5

Question: How readily available is each type of audiovisual equipment on your campus?

AV Equipment	No. Responding	Percent		
		Easily Accessible	Somewhat Accessible	Not Accessible
a. 16 mm projector	88	86	13	1%
b. film loop projector	81	51	17	32%
c. filmstrip projector	89	89	8	3%
d. cassette player/recorder	88	88	9	3%
e. slide projector	89	89	11	0%
f. overhead projector	88	89	9	2%
g. opaque projector	83	63	29	8%
h. video recorder	83	59	29	12%
i. video camera	82	55	32	13%
j. television	81	54	30	16%
k. radio	80	55	24	21%

TABLE 16

Program Instruction Question No. 6

Question: What types of instructional media and materials do you use?

Media or Material	No. Responding	Percent			
		Teacher-Made	Commercially Purchased	Teacher-Made and Commercially Purchased	Do Not Use
a. 16 mm films	88	0	78	8	14%
b. filmstrips with sound or script	77	3	65	17	15%
c. video cassettes	87	6	20	40	34%
d. slides	88	11	23	51	15%
e. slides with sound or script	87	5	34	36	25%
f. film loops	73	0	26	4	70%
g. cassettes or recordings	84	2	23	52	23%
h. transparencies	87	36	2	39	23%
i. posters	88	34	6	32	28%
j. textbooks	90	5	74	18	3%
k. student workbooks	90	4	28	19	49%
l. handouts	90	46	1	50	3%
m. games	87	18	3	50	29%
n. demonstration models	82	29	7	46	17%
o. curriculum guides	86	17	20	43	20%

TABLE 17

Program Instruction Question No. 7

Question: Under what conditions would you more frequently use the following instructional media and materials?

Media or Material	No. Responding	Percent			
		If More Were Available	If Of Better Quality	If Both More Available & Of Better Quality	Would Not Increase Use
a. 16 mm films	83	31	13	35	21%
b. filmstrips with sound or script	86	28	10	29	33%
c. video cassettes	87	34	6	36	24%
d. slides	86	28	8	29	35%
e. slides with sound or script	83	33	7	29	31%
f. film loops	80	21	5	15	59%
g. cassettes or recordings	82	21	5	29	45%
h. transparencies	84	29	2	37	32%
i. TV or radio	83	19	3	17	61%
j. posters	84	24	6	29	41%
k. textbooks	85	18	8	26	48%
l. student workbooks	84	19	13	21	47%
m. handouts	85	28	6	33	33%
n. games	83	17	6	27	50%
o. demonstration models	82	30	10	29	31%
p. kits (variety of materials)	82	26	10	30	34%
q. curriculum guides	83	29	14	27	30%
r. periodicals	83	33	6	27	34%
s. pamphlets	83	31	7	28	34%
t. reference books	83	36	5	27	32%

The final question in the section on program instruction asked the respondents to indicate whether they felt that instructors in other programs would benefit from sharing teacher-made instructional materials. Of the 90 respondents answering this question, 94 percent answered "yes."

A cross-comparison of questions by type of instructional media or material is summarized below.

1. *16 mm films.* Post-secondary vocational home economics instructors reported the following information regarding the use of 16 mm films:

–44 percent used over four times a semester
–14 percent reported no use of this media
–78 percent used only commercially purchased
–16 mm films
–99 percent reported that 16 mm projectors were available
–79 percent would increase use of this media if more and/or better quality 16 mm films were available
–21 percent would not increase use of this media

2. *Filmstrips with sound or script.* Instructors reported the following information regarding the use of filmstrips with sound or script:

–44 percent used over four times a semester
–15 percent reported no use of this media
–65 percent used only commercially purchased filmstrips
–97 percent reported that filmstrip projectors were available
–67 percent would increase use of this media if more and/or better quality filmstrips were available
–33 percent would not increase use of this media

3. *Video cassettes.* Instructors reported the following information regarding the use of video cassettes:

–19 percent used over four times a semester
–37 percent reported no use of this media
–20 percent used only commercially purchased video cassettes
–88 percent reported that video equipment was available
–76 percent would increase use of this media if more and/or better quality video cassettes were available
–24 percent would not increase use of this media

4. *Slides.* Instructors reported the following information regarding the use of slides:

- –31 percent used over four times a semester
- –28 percent reported no use of this media
- –23 percent used only commercially purchased slides
- –100 percent reported that slide projectors were available
- –65 percent would increase use of slides if more and/or better quality were available
- –35 percent would not increase use of this media

5. *Slides with sound or script.* Instructors reported the following information regarding the use of slides with sound or script:

- –24 percent used over four times a semester
- –34 percent reported no use of this media
- –34 percent used only commercially purchased slides with sound or script
- –100 percent reported that slide projectors were available
- –97 percent reported that cassette players were available
- –69 percent would increase use of slides with sound or script if more and/or better quality were available
- –31 percent would not increase use of this media

6. *Film loops.* Instructors reported the following information regarding the use of film loops:

- –9 percent used over four times a semester
- –81 percent reported no use of this media
- –26 percent used only commercially purchased
- –68 percent reported that film loop projectors were available
- –41 percent would increase use of film loops if more and/or better quality were available
- –59 percent would not increase use of this media

7. *Cassettes or recordings.* Instructors reported the following information regarding the use of cassettes or recordings:

- –22 percent used over four times a semester
- –40 percent do not use this media
- –23 percent used only commercially purchased cassettes or recordings
- –97 percent reported that cassette players were available
- –55 percent would increase use of cassettes or recordings if more and/or better quality were available
- –45 percent would not increase use of this media

8. *Transparencies.* Instructors reported the following information regarding the use of transparencies:

- –28 percent used over four times a semester
- –35 percent did not use this media
- –2 percent used only commercially purchased transparencies
- –98 percent reported that overhead projectors were available
- –68 percent would increase use of transparencies if more and/or better quality were available
- –32 percent would not increase use of this media

9. *TV or radio.* Instructors reported the following information regarding the use of TV or radio:

- –9 percent used over four times a semester
- –71 percent reported no use of this media
- –84 percent reported that televisions were available
- –79 percent reported that radios were available
- –39 percent would increase use of TV or radio if more and/or better quality programs were available
- –61 percent would not increase use of this media

10. *Posters.* Instructors reported the following information regarding the use of posters:

- –34 percent used over four times a semester
- –27 percent did not use this media
- –6 percent used only commercially purchased posters
- –59 percent would increase use of posters if more and/or better quality were available
- –41 percent would not increase use of this media

11. *Textbooks.* Instructors reported the following information regarding the use of textbooks:

- –89 percent used over four times a semester
- –7 percent reported no use of this material
- –74 percent used only commercially purchased textbooks
- –52 percent would increase use of textbooks if more and/or better quality were available
- –48 percent would not increase use

12. *Student workbooks.* Instructors reported the following information regarding the use of student workbooks:

- –31 percent used over four times a semester
- –55 percent reported no use of this material
- –28 percent used only commercially purchased student workbooks
- –53 percent would increase use of student workbooks if more and/or better quality were available
- –47 percent would not increase use of this material

13. *Handouts.* Instructors reported the following information regarding the use of handouts:

- –87 percent used over four times a semester
- –2 percent reported no use of this material
- –1 percent used only commercially purchased handouts
- –67 percent would increase use of handouts if more and/or better quality were available
- –33 percent would not increase use of this material

14. *Games.* Instructors reported the following information regarding the use of games:

- –31 percent used over four times a semester
- –27 percent reported no use of this material
- –3 percent used only commercially purchased games
- –50 percent would increase use of games if more and/or better quality were available
- –50 percent would not increase use of this material

15. *Demonstration models.* Instructors reported the following information regarding the use of demonstration models:

- –38 percent used over four times a semester
- –14 percent reported no use of this material
- –7 percent used only commercially purchased demonstration models
- –69 percent would increase use of demonstration models if more and/or better quality were available
- –31 percent would not increase use of this material

16. *Kits (variety of materials).* Instructors reported the following information regarding the use of kits:

- –26 percent used over four times a semester
- –32 percent reported no use of this material
- –66 percent would increase use of kits if more and/or better quality materials were available
- –34 percent would not increase use of this material

17. *Curriculum guides.* Instructors reported the following information regarding the use of curriculum guides:

- –40 percent used over four times a semester
- –34 percent reported no use of this material
- –70 percent would increase use of curriculum guides if more and/or better quality were available
- –30 percent would not increase use of this material

18. *Periodicals.* Instructors reported the following information regarding the use of periodicals:

- –54 percent used over four times a semester
- –7 percent reported no use of this material
- –66 percent would increase use of periodicals if more and/or better quality were available
- –34 percent would not increase use of this material

19. *Pamphlets.* Instructors reported the following information regarding the use of pamphlets:

- –36 percent used over four times a semester
- –18 percent reported no use of this material
- –66 percent would increase use of pamphlets if more and/or better quality were available
- –34 percent would not increase use of this material

20. *Reference books.* Instructors reported the following information regarding the use of reference books:

- –62 percent used over four times a semester
- –10 percent reported no use of this material
- –68 percent would increase use of reference books if more and/or better quality were available
- –32 percent would not increase use of this material

This section of the survey provided information on instructor's use of instructional media and materials. A comparison can be made between several items on this survey and items on John Lolley's survey of post-secondary vocational instructors (1978).

Table 18 shows six categories of instructional resources that were common to both surveys. The figures for items on this survey were calculated by subtracting the percent that did not use the item from 100 percent. In comparing the home economics instructors to all post-secondary vocational instructors particiapting in the Lolley survey (1978), it is evident that home economics instructors used each of these techniques more frequently. Especially noticable is the greater use of textbooks by the home economics instructors as well as greater use of field trips, guest speakers, and publications.

For media use a comparison can be made between Jack Friedlander's study of post-secondary full-time instructors' use of media (1979) and this survey. Table 19 shows the five comparable categories and the percent of instructors reporting use. Again the home economics instructors showed more frequent use of each type of media, and greatest difference being in the increased use of filmstrips.

Why the post-secondary vocational home economics instructors used these techniques, media, and materials more frequently may be that more resources are available in the home economics subject areas. Another explanation is that instructors of post-secondary vocational home economics are likely to have some background in education, and would therefore be more familiar with a variety of techniques and instructional resources.

In summary, the post-secondary vocational home economics instructors used a variety of instructional teaching methods, with group discussion, questioning, lecture, lab and reading assignments being used most frequently. A variety of instructional media and materials were also used with textbooks, handouts, chalkboard, 16 mm films and filmstrips reported to be used most often. This confirms Cohen's observation, that most community junior college instructors rely on the traditional teaching methods of lecture, textbook and discussion. "Content relative to course objectives" and "accuracy of information" were the highest ranking essential considerations for the selection of instructional media and materials. The majority of instructors would increase their use of most types of instructional media and materials if more and/or better quality materials were available. Ninety-four percent of the instructors said that sharing teacher-made instructional materials would be beneficial.

TABLE 18

Comparison with J. Lolley Survey
Post-secondary Vocational Instructors to
Post-secondary Vocational Home Economics Instructors

Category	Percent Reporting Use	
	Lolley Survey	Glosson and Bowers Survey
Audiovisuals	86%	93%
Publications	50%	93%
Individualized Instruction	45%	58%
Guest Speaker	29%	83%
Field Trips	25%	75%
Textbooks	18%	93%

TABLE 19

Comparison with J. Friedlander Survey
Post-secondary Full-time Instructors to
Post-secondary Vocational Home Economics Instructors

Category	Percent Reporting Use	
	Friedlander Survey	Glosson and Bowers Survey
Films	60%	86%
Transparencies	45%	65%
Slides	39%	66%
Filmstrips	29%	85%
Video	26%	63%

Perceived Needs

Respondents were asked in the first question of this section to indicate whether they felt training in the development of instructional media or material would be of benefit. Of the 90 responding, 89 percent answered "yes" and 11 percent "no." In the second question space was provided for writing suggestions for the type of training desired. The most common request was for training in the production and use of audiovisuals. Several respondents explained that they did not feel training was needed as their campus provided that service.

The final question in this section on needs asked the instructors to list specific concepts or topics in their field in which they felt a need for instructional media and materials. Items listed were to be ranked and the type of media or material indicated. Many respondents did not indicate rank; therefore analysis of rank by type of need was not conducted.

Of the 67 child development instructors returning the survey, 15 did not express any specific needs. The remaining 52 expressed needs in a variety of areas; the most frequently listed topics are summarized in Table 20. The type of instructional media or materials desired were first audiovisuals followed by student or instructor materials including activities or teaching aids.

Fewer instructors of food service/dietetics, interior design, and fashion design responded to the survey and fewer still to the question on specific needs. Therefore, the summary of needs for each of these subjects reported here may not accurately represent these groups of instructors as a whole.

Of the food service/dietetics instructors returning the survey, two did not express any specific needs. The remaining eight instructors' predominant needs are summarized in Table 21. The preferred types of instructional media or materials were first filmstrips or slides followed by student workbooks.

Of the seven fashion design, alterations and tailoring instructors returning the survey, one did not express any specific needs. The remaining six instructors expressed a variety of needs. The topic mentioned more frequently than any other related to specific construction techniques, such as how to make trousers, suits, tailored dresses, and how to set in sleeves and put in zippers. Preferred types of instructional media or material were slides, films, and filmstrips.

TABLE 20

Perceived Needs
Child Development Instructors

Topic	Rank	Number of Instructors
Infants and Toddlers	1	21
Nutrition, Health, Safety	2	17
Behavior Management	3	17
Exceptional Children	4	14
Administration of Day Care	5	11

TABLE 21

Perceived Needs
Food Service/Dietetics

Topic	Rank	Number of Instructors Expressing Need
Management	1	7
Food Preparation	2	6
Nutrition	3	5

Of the eight interior design instructors returning the survey, one did not express any specific needs. The remaining seven expressed a variety of needs, the most frequently listed topics being: history of interior design and basic design principles. The preferred type of instructional media or material was slides.

To summarize, the majority of the vocational home economics instructors expressed specific and varied needs for instructional media and materials. For each subject area common needs were identified. The majority of instructors regardless of the subject taught desired more audiovisual instructional aids.

Preparation of the Bibliographies

Four annotated bibliographies, one each for child development, food service/dietetics, fashion design/tailoring, and interior design, were prepared, totaling over 1,000 listings. Readability studies were completed on 70 child development books. In addition, selected references were reviewed for evidence of sex bias language and illustrations. A list of publishers including addresses accompanied each bibliography so that instructors could order any of the materials or media listed.

Instructors received a copy of the bibliography for their subject area at the conclusion of the project. This was a way of thanking them for their participation in the project by completing and returning the needs assessment survey.

Summary

The purpose of this study was to assess the post-secondary vocational home economics instructors' needs for instructional media and materials as well as to identify instructional media and materials available and suitable for use at the post-secondary level. Three major activities were conducted to achieve the objectives of the project: 1) on-site visits to 20 community and junior college campuses, 2) preparation of four bibliographies listing available instructional media and materials that could be used at the post-secondary level, and 3) administration of the Post-Secondary Vocational Home Economics Instructional Materials Needs Assessment Survey.

This chapter presented the results of each of these activities. Briefly, on-site visits were made to 20 community junior college campuses where instructors, program coordinators, and administrators were interviewed about their vocational home economics program and their needs for instructional materials. Much of the information gathered during the on-site visits was verified by the survey instrument. For example, both the interviews and the survey indicated that post-secondary vocational home economics students were varied in ages, educational backgrounds, work experience, and reading levels. For the child development instructors, the need for materials on infants and toddlers and on nutrition, health and safety was expressed both during the interviews and on the survey.

Other information obtained from the survey indicated that post-secondary vocational instructors used a variety of teaching techniques and instructional media and materials; and, that in comparison to other post-secondary instructors, used these techniques and instructional media and materials more frequently. Preferred techniques included group discussion, questioning, lecture, lab, and reading assignments. Preferred instructional media and materials were textbooks, handouts, chalkboard, 16 mm films and filmstrips. Over 90 percent of the instructors rated "content relative to course objectives" and "accuracy of information" as essential considerations when selecting instructional media and materials. The majority of instructors would increase their use of most types of instructional media and materials if more and/or better quality materials were available. Sharing teacher-made instructional materials would be beneficial according to 94 percent of the instructors.

Needs were perceived for training in the development of instructional media and materials, especially in the production and use of audiovisuals. Specific needs were expressed by instructors of each subject area and common needs were identified.

Four annotated bibliographies, one each for child development, food service/dietetics, fashion design/tailoring, and interior design were developed. These will be especially beneficial to the newer programs and instructors across the state.

CHAPTER IV

Conclusions and Recommendations

The purpose of the study was to identify post-secondary vocational home economics instructors' needs for instructional media and materials, and to identify instructional media and materials available and appropriate for use at the post-secondary level.

A variety of instructional media and materials are available for use in each of the subject areas studied. Though the resources are suitable for use at the post-secondary level, few were designated as such by the publisher or producer of the materials. More materials are available in the area of child development than in the areas of food service/dietetics, interior design and fashion design.

Based on the results of the study, it was concluded that the post-secondary vocational home economics instructors recognized the need for instructional media and materials that have been developed for use with the post-secondary vocational student. Materials developed should take into account the characteristics of the student population found in most community junior colleges.

Based on the finding of the survey instrument administered as a part of the study the following recommendations are made:

1. Priority in the development of instructional materials should be given to child development programs as these greatly outnumber the other programs.

2. Instructional media and materials developed should be suitable for use with the variety of adult students who enroll in post-secondary vocational home economics programs. Factors to be considered are: variety of educational backgrounds, ages, reasons for taking courses, work experience, and academic abilities.

3. Written materials should range between 9th and 11th grade reading levels with an average of 10th grade reading level.

4. Materials written in Spanish would not be widely used at this time in the post-secondary vocational programs.

5. Materials developed for instructor use should include suggestions for group discussions, questioning, lectures, laboratory activities, and reading assignments, as well as a variety of other techniques.

6. Instructional media and materials of high quality that could be developed and would be used more frequently by the instructors if available include: 16 mm films, filmstrips with sound or script, video cassettes, slides, slides with sound or script, cassettes, transparencies, posters, textbooks, student workbooks, handouts, demonstration models, kits, curriculum guides, periodicals, pamphlets, and reference books.

7. When developing instructional media or materials, the following elements should be present: content relevant to the objectives of the post-secondary vocational program; accurate information; current content; materials which are appropriate for adult learners; appropriate pictures, drawings, and diagrams; student appeal; flexibility; suitable reading level; reasonable cost to the student or program; organization; task analysis as a basis for development; use of behavioral objectives, competency based; and teacher preparation required for use.

8. Some mechanism should be established to facilitate the sharing of teacher-made instructional materials.

9. Training in the production and use of audiovisual materials should be provided for the post-secondary vocational home economics instructors.

10. In the area of child development, materials should be developed for infants and toddlers; nutrition, health and safety; behavior management of young children; exceptional children; and administration of day care programs.

11. In the areas of food service and dietetics, materials should be developed on management, food preparation, and nutrition.

12. In the areas of fashion design, alterations, and tailoring, materials should be developed on specific aspects of clothing construction.

13. In the area of interior design, materials should be developed on the topics of history of interiors and basic principles of design.

14. Materials developed should include audiovisuals, student materials, and instructor materials.

REFERENCE LIST

American Home Economics Association. *Guidelines for junior and community colleges and post-secondary vocational and technical programs in home economics.* Washington, D.C.; AHEA, 1971.

Bode, Judith. *Psychological foundations of early childhood education.* El Paso: El Paso Community College, 1976.

Catalogue of performance objectives, criterion-referenced measurers and performance guide for industrial sewing. Mississippi State, MS: Order from Ken Brooks, MSU, Drawer DX, Mississippi State, MS 29762.

Child care and guidance—a suggested post high school curriculum. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1967. Order from the U.S. Government Printing Office.

Child care and development occupations: Competency based teaching modules. Washington, D.C.: U.S. Office of Education, 1974. Order from the U.S. Government Printing Office.

Child care/guidance/education terminal performance objective book. White Bear Lake, MN: Minnesota Instructional Materials Center, 1979.

Child-care teacher aide—a guide for teachers. New Brunswick, NJ: New Jersey Vocational Technical Curriculum Laboratory, 1977.

Child development associate instructional materials. Austin: Texas Dept. of Community Affairs, Early Childhood Development Division, 1977.

Child development associate competency-based training. Midwest City, OK: Oscar Rose Junior College, 1976. Currently being revised.

Child development program articulation. Dallas: Eastfield Community College, 1980.

Chronicle guide to two-year college majors and careers. Moravia, NY: Chronicle Guidance Publications, 1978.

Cohen, A.M. *Dateline '79: Heretical concepts for the community college.* Beverly Hills, CA: Glencoe Press, 1969.

A curriculum guide for in-service education of group day care and nursery school personnel. White Bear Lake, MN: Minnesota Instructional Materials Center, 1976.

Dales, R. *Development of post-high school wage earning programs in home economics.* Arlington, VA: ERIC, 1968.

Daines, J. *Learning styles of vocational child care and development students in Wisconsin: Final report.* University of Wisconsin Center for Vocational, Technical and Adult Education, 1977.

Food service occupations: Occupational cluster guide. Oregon State Department of Education, 1970.

Field, H.H. Delivery systems: Meeting the multiple needs of diversified clientele. *New Directions for Community Colleges.* 1980, *21*, 27-33.

Friedlander, J. An ERIC review: Instructional practice of part-time and full-time faculty. *Community College Review.* 1979, *6*, (no. 3), 65-72.

Gleazer, E. J. *Project focus: A forecast study of community colleges.* New York: McGraw-Hill, 1973.

Hoerner, J.L. (Ed.). Challenges of the future in post-secondary occupational education. In *Fourth conference on new horizons in community college occupational-technical education.* Blacksburg, VA: Virginia Polytechnic Institute and State University, 1976.

Hole F.M. *Adult vocational teacher competencies.* Harrisburg, PA: Pennsylvania State Department of Education, Harrisburg Bureau of Vocational and Technical Education, 1978.

Holt, D. Planning for tomorrow's students. *Community College Review.* 1979, *7*, (no. 2), 22-25.

Institute for home economics teachers. . .a post-high school program in food service supervision: Vocational education in home economics. Washington, D.C.: U.S. Department of Health, Education, and Welfare Office of Education, Bureau of Research, 1967.

Institute for home economics teacher. . .a post-high school program in child care services: Vocational education in home economics. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Research, 1967.

Joern, J. *National survey of wage earning home economics course development.* Lincoln, NEB: Nebraska Research Coordinating Unit for Vocational Education, 1968.

Kelley, W., and Leslie W. *Teaching in the community junior college.* New York: Appleton-Century-Crofts, 1970.

Linn, Hilda. *Early childhood development: 3-5 years.* Farmers Branch, TX: Brookhaven College (Dallas Community College District), 1978.

Lolley, J.L. *Use of instructional resources by community junior college occupational instructors.* Unpublished doctorial dissertation, North Texas State University, 1978.

Lombardi, J. An ERIC review: The surge of occupational education. *Community College Review.* 1978, *5*, (no. 3), 55-65.

Noffze, Elaine, et. al. *Multiple learning strategies project: Dietetic assistant, vol. 1 and 2.* Mason, MI: Capital Area Career Center, Ingham Intermediate School District, 1977.

Occupational food service education: A competency based articulated model for secondary and post secondary schools in Wisconsin, final report. Fennimore, WI: Southwest Wisconsin Vocational-Technical Institute, 1976.

Overton, R.J. *Child care program competency based curriculum development.* Raleigh, NC: North Carolina State Board of Education.

Pieretti, G. *A guide for planning secondary, postsecondary, and adult programs.* Carson City, NV: Vocational Education Branch, Department of Education, 1969.

Seaman, D.F. *Adult education teaching techniques.* Columbus, OH: National Center for Research in Vocational Education, 1977.

A united front on vocational home economics (statement from the professional coalition). *Journal of the American Home Economics Association,* 1979, *54,* (no. 5), 51-53.

Western Interstate Commission for Higher Education. *High school graduates: Projections for the fifty states.* Boulder, CO: WICHE, 1979.

APPENDICES

APPENDIX A

ADVISORY COMMITTEE

Betty Culbertson, Chairperson
Child Development
San Antonio College
1300 San Pedro Avenue
San Antonio Texas 78284

CHILD DEVELOPMENT

Patsy Flowers
Homemaking Education
Houston Community College System
22 Waugh Drive
Houston, Texas 77007

FASHION DESIGN

Ann Thompson
South Plains College
1302 Main Street
Lubbock, Texas 79401

DIETETICS

Ella Parker, Chairperson
Homemaking Education
San Jacinto Central
8060 Spencer Highway
Pasadena, Texas 77505

INTERIOR DESIGN

Carroll Parker, Chief Consultant
Post-Secondary Division
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701

APPENDIX B

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

June 15, 1981

Ella Parker, Chairperson
Homemaking Education
San Jacinto College--Central
8060 Spencer Highway
Pasadena, Texas 77505

Dear Mrs. Parker:

The Post-Secondary Vocational Home Economics Instructional Materials Needs Assessment Project is near completion. Enclosed you will find a copy of the state-of-the-art paper and final report.

You are invited at this time to review and evaluate the project's effectiveness in reaching the stated objectives. Briefly, the objectives were to: 1) identify instructional media and materials suitable for use at the post-secondary level, 2) prepare annotated bibiographies of these resources (copies enclosed), and 3) identify the needs of the post-secondary vocational home economics instructors for media and materials through on-site visits and the administration and analysis of a survey instrument.

Your participation as an advisory committee member has been valued throughout the project. We look forward to receiving your comments.

Sincerely,

Linda R. Glosson
Director

Candice H. Bowers
Assistant Project Director

CHB/cls

Enclosures: 5

Box 4067 / Lubbock, Texas 79409 / (806) 742-3028

nnccvte

The National Network for Curriculum Coordination in Vocational & Technical Education is a USOE Sponsored Activity

curriculum search request

INSTRUCTIONS:
The below-cited request has been received from:

Linda Glosson
Box 4067
Lobbock, TX 79409

The National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE) is sending you this form for the purpose of providing the requestor with immediate and appropriate information regarding extant curriculum products which relate to his/her area of concern. In response to this request PLEASE IDENTIFY BRIEFLY ON THIS SHEET AS MANY INSTRUCTIONAL PRODUCTS AS YOU OR YOUR AGENCY HAVE AVAILABLE OR KNOW OF WHICH MEET THE NEED OF THE REQUESTOR AS OUTLINED and indicate if you are sending now or all of these materials as complimentary copies, loan copies (be sure to state the period of loan), or for purchase. Note also any sources which you might recommend be contacted.

1.) Mail the copy of this form marked "Requestor" directly to the requestor-address above.

2.) Send the two carbon copies of this form to:
Bob Faison
Midwest Regional Curriculum
Coordination Center

3.) Retain the last copy of this form for your records.

REQUEST:

POST-SECONDARY INSTRUCTIONAL MATERIALS IN:

FOOD SERVICE, DIETETICS, INTERIOR DESIGN, DECORATING, CHILD CARE, FASHION, ALTERATIONS, AND TAILORING.

Note: PLEASE RETURN FORM EVEN IF YOU HAVE NO MATERIALS OR RECOMMENDATIONS TO MAKE.

I am sending this as a complimentary copy	I am sending on loan basis only	I recommend this source be contacted	TITLE/SOURCE	MEDIA	COST	ERIC NUMBER IF AVAILABLE
☐	☐	☐	See Attached			
☐	☐	☐	for Food Service references.			
☐	☐	☐	No Western regional references for other topics.			
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				
☐	☐	☐				

☐ SORRY, I HAVE NO INFORMATION ON THIS TOPIC.

This information is being sent from (Your Name) Barbara Luckner-Loveless 9/11/80
of the (circle appropriate Center) Northeast CMC Southeast CMC Midwest CMC East Central CMC (Western CMC) Northwest CMC

APPENDIX D

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

Dear friends:

Please send a copy of your current publications catalogue and price list. We are conducting a search for post-secondary instructional materials, to be used in vocational home economics programs.

The areas we are interested in are child care and development, interior design, fashion design, food service, tailoring, and alterations. If you have any information on these subjects, which would be helpful, we would appreciate your assistance.

Thank you for your time.

Sincerely,

Candice H. Bowers
Assistant Director
Materials Needs
Assessment Project

clb

Box 4067 / Lubbock, Texas 79409 / (806) 742-3028

APPENDIX E

ON-SITE-VISITS

OCTOBER, 1980

Austin Community College
Child Development

San Antonio College
Child Development

Laredo Junior College
Child Development

South Plains College--Lubbock
Child Development

Odessa College
Child Development

NOVEMBER, 1980

Houston Community College
Child Development

San Jacinto College--Central
Child Development
Dietetics
Fashion Design
Interior Design

San Jacinto College--North
Child Development
Dietetics
Fashion Design
Interior Design

Lee College
Aterations & Tailoring

College of the Mainland
Child Development

Alvin Community College
Child Development

South Plains College--Plainview
Child Development

NOVEMBER, 1980

Eastfield College
Child Development

Tarrant County Community College
Child Development

El Centro College
Dietetics
Food Service
Pattern Design
Interior Design

Brookhaven Community College
Child Development

DECEMBER, 1980

El Paso Community College--Val Verde
Child Development

El Paso Community College--Transmountain
Dietetics
School Food Service
Fashion Illustration
Alterations & Tailoring
Interior Design

JANUARY, 1981

McLennan County Community College
Child Development

Texas State Technical Institute--Waco
Food Service Technology

Central Texas College
Child Development

APPENDIX F

POST-SECONDARY ON SITE VISIT
Report Record

NAME OF PROGRAM: DATE:

LOCATION :

PERSONS VISITED:

PROGRAM INFORMATION

1. Age of program:_____
2. How was curriculum designed?

3. Number of instructors: full_____, part-time_____.
4. Day or evening classes?_____Both?_____
5. Copy of catalogue?_____ Program brochure?_____
6. How are field experiences organized?

TEACHING INFORMATION

1. Text and Reference books:
   a. List of text books for all classes

   b. What reference materials are available for students and teachers?

   c. How are text books and instructional materials selected?

2. How are courses structured?

3. Copies of course objectives?_____

4. What instructional materials are currently being used?

films_____

kits_____

transparencies_____

curriculum guides_____

teacher made_____

others_____

5. What audio-visual equipment do they have available?

6. What are on campus lab facilities like?

7. What are the perceived needs for instructional materials?

STUDENT INFORMATION

1. Number of students enrolled._____
2. Average age_____. Age range_____.

   Number women_____ Number men_____.
3. Educational background, reading level of students.

4. Number of full time_____, part time_____.
5. How many now gainfully employed in this field?_____
6. How many plan to go on to senior college?_____

   If so where?_____

   Will this course be accepted for credit in a senior college?_____
7. Average class size_____.
8. Other information about students?

SUGGESTIONS FOR PROJECT EFFECTIVENESS

APPENDIX G

POST-SECONDARY
INSTRUCTIONAL MEDIA AND MATERIALS

NEEDS ASSESSMENT SURVEY

GENERAL INSTRUCTIONS:

1. Please complete this survey and return it in the enclosed envelope to:

   Home Economics Instructional Materials Center
   Texas Tech University
   Box 4067
   Lubbock, Texas 79409

2. Read and respond to each question keeping in mind that your responses will be confidential.

I. *Program Information*

Check below the vocational area which you teach. (If you teach or coordinate more than one area, complete the survey for the one area with which you are most familiar. You may complete a separate survey(s) for the other area(s) you teach or coordinate by requesting additional forms from the address above.)

_____ food service

_____ dietetics

_____ child development

_____ fashion or pattern design

_____ alterations and tailoring

_____ interior design

_____ other _____

II. ***Student Characteristics***

DIRECTIONS: FOR QUESTIONS 1-7 ESTIMATE WHAT PERCENT OF YOUR STUDENTS HAVE EACH CHARACTERISTIC LISTED. PLACE A CHECK (✓) IN THE APPROPRIATE COLUMN. FOR EACH QUESTION BE SURE TO ACCOUNT FOR 100% OF YOUR STUDENTS.

EXAMPLE: What percent of your students have the following eye color?

		None	1-25%	26-50%	51-75%	Over 75%
a. brown	a.	☐	☐	☐	☑	☐
b. blue	b.	☐	☐	☑	☐	☐
c. green	c.	☐	☑	☐	☐	☐
d. gray	d.	☑	☐	☐	☐	☐

The responses above would be appropriate if you had made the following observations about your students:

- **about 60% have brown eyes*
- **about 30% have blue eyes*
- **a few students have green eyes*
- **no student has gray eyes*

You have accounted for 100% of your students

1. What percent of your students have each of the following educational backgrounds?

		None	1-25%	26-50%	51-75%	Over 75%
a. less than high school	a.	☐	☐	☐	☐	☐
b. some high school	b.	☐	☐	☐	☐	☐
c. GED	c.	☐	☐	☐	☐	☐
d. high school diploma	d.	☐	☐	☐	☐	☐
e. some college	e.	☐	☐	☐	☐	☐
f. college degree	f.	☐	☐	☐	☐	☐

2. What percent of your students fall into each of the following age groups?

		None	1-25%	26-50%	51-75%	Over 75%
a. 18-25 years old	a.	☐	☐	☐	☐	☐
b. 26-30 years old	b.	☐	☐	☐	☐	☐
c. 31-40 years old	c.	☐	☐	☐	☐	☐
d. 41-50 years old	d.	☐	☐	☐	☐	☐
e. over 50 years old	e.	☐	☐	☐	☐	☐

3. What percent of your students have had each of the following amounts and types of work experience?

		None	1-25%	26-50%	51-75%	Over 75%
a. no previous work experience	a.	☐	☐	☐	☐	☐
b. some work experience in this field or a related field	b.	☐	☐	☐	☐	☐
c. some work experience in a different field	c.	☐	☐	☐	☐	☐
d. several years of work experience in this field or a related field	d.	☐	☐	☐	☐	☐
e. several years of work experience in a different field	e.	☐	☐	☐	☐	☐

4. What percent of your students have each of the following reasons for taking your courses?

		None	1-25%	26-50%	51-75%	Over 75%
a. to gain first-time employment in this field	a.	☐	☐	☐	☐	☐
b. to upgrade skills for present level of employment	b.	☐	☐	☐	☐	☐
c. career advancement	c.	☐	☐	☐	☐	☐
d. personal development	d.	☐	☐	☐	☐	☐
e. other _____	e.	☐	☐	☐	☐	☐

		None	1-25%	26-50%	51-75%	Over 75%
5. What percent of your students are currently employed in this field?	5.	☐	☐	☐	☐	☐

6. What percent of your students have each of the following reading levels?

		None	1-25%	26-50%	51-75%	Over 75%
a. elementary	a.	☐	☐	☐	☐	☐
b. 7th or 8th grade	b.	☐	☐	☐	☐	☐
c. 9th or 10th grade	c.	☐	☐	☐	☐	☐
d. 11th or 12th grade	d.	☐	☐	☐	☐	☐
e. college	e.	☐	☐	☐	☐	☐

7. What percent of your students have the following reading abilities?

		None	1-25%	26-50%	51-75%	Over 75%
a. read English only	a.	☐	☐	☐	☐	☐
b. read Spanish only	b.	☐	☐	☐	☐	☐
c. read both Spanish and English	c.	☐	☐	☐	☐	☐

DIRECTIONS: FOR QUESTIONS 8 AND 9 SUPPLY THE INFORMATION REQUESTED.

8. Write below the reading level or range that would be most appropriate for the instructional materials used by your students.

9. Write below any additional observations you would care to make about the characteristics of the students enrolled in your courses.

III. *Program Instruction*

DIRECTIONS: FOR QUESTIONS 1-8 INDICATE YOUR USE OF TEACHING TECHNIQUES, INSTRUCTIONAL MEDIA AND MATERIALS BY PLACING A CHECK (✓) IN THE COLUMN WHICH BEST DESCRIBES YOUR RESPONSE.

1. How frequently do you use each of the following teaching techniques during a semester course?

		Almost Every Class Period	Over 4 Times a Semester	2-4 Times a Semester	Once a Semester	Do Not Use
a. group discussion	a.	☐	☐	☐	☐	☐
b. lecture	b.	☐	☐	☐	☐	☐
c. questioning	c.	☐	☐	☐	☐	☐
d. student reports	d.	☐	☐	☐	☐	☐
e. practical application (lab)	e.	☐	☐	☐	☐	☐
f. student projects	f.	☐	☐	☐	☐	☐
g. individualized instructional modules	g.	☐	☐	☐	☐	☐
h. demonstrations	h.	☐	☐	☐	☐	☐
i. audiovisuals	i.	☐	☐	☐	☐	☐
j. field trips	j.	☐	☐	☐	☐	☐
k. observations by students	k.	☐	☐	☐	☐	☐
l. observation and critique by teacher	l.	☐	☐	☐	☐	☐
m. guest speakers	m.	☐	☐	☐	☐	☐
n. tests or quizzes	n.	☐	☐	☐	☐	☐
o. reading assignments	o.	☐	☐	☐	☐	☐
p. role playing	p.	☐	☐	☐	☐	☐
q. other _____	q.	☐	☐	☐	☐	☐
_____		☐	☐	☐	☐	☐
_____		☐	☐	☐	☐	☐

2. How frequently do you use each of the following instructional media during a semester course?

		Almost Every Class Period	Over 4 Times a Semester	2-4 Times a Semester	Once a Semester	Do Not Use
a. 16 mm films	a.	☐	☐	☐	☐	☐
b. filmstrips with sound or script	b.	☐	☐	☐	☐	☐
c. video cassettes	c.	☐	☐	☐	☐	☐
d. slides	d.	☐	☐	☐	☐	☐
e. slides with sound or script	e.	☐	☐	☐	☐	☐
f. film loops	f.	☐	☐	☐	☐	☐
g. cassettes or recordings	g.	☐	☐	☐	☐	☐
h. transparencies	h.	☐	☐	☐	☐	☐
i. TV or radio	i.	☐	☐	☐	☐	☐
j. chalkboard	j.	☐	☐	☐	☐	☐
k. posters	k.	☐	☐	☐	☐	☐
l. other _____	l.	☐	☐	☐	☐	☐
_____		☐	☐	☐	☐	☐
_____		☐	☐	☐	☐	☐

3. How frequently do you use each of the following instructional materials during a semester course?

		Almost Every Class Period	Over 4 Times a Semester	2-4 Times a Semester	Once a Semester	Do Not Use
a. textbooks	a.	☐	☐	☐	☐	☐
b. student workbooks	b.	☐	☐	☐	☐	☐
c. handouts	c.	☐	☐	☐	☐	☐
d. games	d.	☐	☐	☐	☐	☐
e. demonstration models	e.	☐	☐	☐	☐	☐
f. kits (variety of materials)	f.	☐	☐	☐	☐	☐
g. curriculum guides	g.	☐	☐	☐	☐	☐
h. periodicals	h.	☐	☐	☐	☐	☐
i. pamphlets	i.	☐	☐	☐	☐	☐
j. reference books	j.	☐	☐	☐	☐	☐
k. other _____	k.	☐	☐	☐	☐	☐
_____		☐	☐	☐	☐	☐
_____		☐	☐	☐	☐	☐

4. How important are each of the following considerations when selecting instructional media and materials?

		Essential	Important	Somewhat Important	Unimportant
a. content relative to course objectives	a.	☐	☐	☐	☐
b. reading level	b.	☐	☐	☐	☐
c. appeal to student	c.	☐	☐	☐	☐
d. size or length	d.	☐	☐	☐	☐
e. cost to student	e.	☐	☐	☐	☐
f. cost to program	f.	☐	☐	☐	☐
g. organization of material	g.	☐	☐	☐	☐
h. availability of instructor's guide	h.	☐	☐	☐	☐
i. accuracy of information	i.	☐	☐	☐	☐
j. currentness of content	j.	☐	☐	☐	☐
k. appropriateness of pictures, drawings, diagrams	k.	☐	☐	☐	☐
l. suggestions for further readings	l.	☐	☐	☐	☐
m. suggestions for activities	m.	☐	☐	☐	☐
n. chapter summaries	n.	☐	☐	☐	☐
o. study questions	o.	☐	☐	☐	☐
p. based on task analysis	p.	☐	☐	☐	☐
q. behavioral objectives	q.	☐	☐	☐	☐
r. competency based	r.	☐	☐	☐	☐
s. equipment required	s.	☐	☐	☐	☐
t. preparation required	t.	☐	☐	☐	☐
u. availability of student workbook	u.	☐	☐	☐	☐
v. flexibility in meeting varied needs, abilities, and experience levels of students	v.	☐	☐	☐	☐
w. appropriateness for adult learners	w.	☐	☐	☐	☐
x. pretests	x.	☐	☐	☐	☐
y. posttests	y.	☐	☐	☐	☐
z. other _____	z.	☐	☐	☐	☐
_____		☐	☐	☐	☐
_____		☐	☐	☐	☐

5. How readily available is each type of audio-visual equipment on your campus?

		Easily Accessible	Somewhat Accessible	Not Accessible
a. 16 mm projector	a.	☐	☐	☐
b. film loop projector	b.	☐	☐	☐
c. filmstrip projector	c.	☐	☐	☐
d. cassette player/recorder	d.	☐	☐	☐
e. slide projector	e.	☐	☐	☐
f. overhead projector	f.	☐	☐	☐
g. opaque projector	g.	☐	☐	☐
h. video recorder	h.	☐	☐	☐
i. video camera	i.	☐	☐	☐
j. television	j.	☐	☐	☐
k. radio	k.	☐	☐	☐
l. other _____	l.	☐	☐	☐
_____		☐	☐	☐
_____		☐	☐	☐

6. What types of instructional media and materials do you use?

		Teacher-Made	Commercially Purchased	Both Teacher-Made and Commercially Purchased	Do Not Use
a. 16 mm films	a.	☐	☐	☐	☐
b. filmstrips with sound or script	b.	☐	☐	☐	☐
c. video cassettes	c.	☐	☐	☐	☐
d. slides	d.	☐	☐	☐	☐
e. slides with sound or script	e.	☐	☐	☐	☐
f. film loops	f.	☐	☐	☐	☐
g. cassettes or recordings	g.	☐	☐	☐	☐
h. transparencies	h.	☐	☐	☐	☐
i. posters	i.	☐	☐	☐	☐
j. textbooks	j.	☐	☐	☐	☐
k. student workbooks	k.	☐	☐	☐	☐
l. handouts	l.	☐	☐	☐	☐
m. games	m.	☐	☐	☐	☐
n. demonstration models	n.	☐	☐	☐	☐
o. curriculum guides	o.	☐	☐	☐	☐
p. other _____	p.	☐	☐	☐	☐
_____		☐	☐	☐	☐
_____		☐	☐	☐	☐

7. Under what conditions would you more frequently use the following instructional media and materials?

		If More Were Available	If of Better Quality	If Both More Available and of Better Quality	Would Not Increase Use
a. 16 mm films	a.	☐	☐	☐	☐
b. filmstrips with sound or script	b.	☐	☐	☐	☐
c. video cassettes	c.	☐	☐	☐	☐
d. slides	d.	☐	☐	☐	☐
e. slides with sound or script	e.	☐	☐	☐	☐
f. film loops	f.	☐	☐	☐	☐
g. cassettes or recordings	g.	☐	☐	☐	☐
h. transparencies	h.	☐	☐	☐	☐
i. TV or radio	i.	☐	☐	☐	☐
j. posters	j.	☐	☐	☐	☐
k. textbooks	k.	☐	☐	☐	☐
l. student workbooks	l.	☐	☐	☐	☐
m. handouts	m.	☐	☐	☐	☐
n. games	n.	☐	☐	☐	☐
o. demonstration models	o.	☐	☐	☐	☐
p. kits (variety of materials)	p.	☐	☐	☐	☐
q. curriculum guides	q.	☐	☐	☐	☐
r. periodicals	r.	☐	☐	☐	☐
s. pamphlets	s.	☐	☐	☐	☐
t. reference books	t.	☐	☐	☐	☐
u. other _____	u.	☐	☐	☐	☐
_____		☐	☐	☐	☐
_____		☐	☐	☐	☐

8. Do you feel that instructors in other programs such as yours would benefit from sharing teacher-made instructional materials?

8. YES ☐ NO ☐

IV. *Perceived Needs*

DIRECTIONS: FOR QUESTIONS 1-4 INDICATE YOUR NEEDS FOR INSTRUCTIONAL MEDIA AND MATERIALS BY SUPPLYING THE INFORMATION REQUESTED.

1. Do you feel that training in the development of instructional media or materials would be of benefit to most instructors in your field?

1. YES ☐ NO ☐

2. What type of training in the development of instructional media and materials would be most helpful to you if it were available? Please list your suggestions.

_____ _____
_____ _____
_____ _____
_____ _____

3. List below the specific concepts or topics in your subject area in which you feel there is a need for instructional media or materials. In the center column rank each in order of importance, making #1 the most important, #2 the second most important, and so on. In the right column list what type(s) of instructional media or materials are needed.

	CONCEPT OR TOPIC	RANK	TYPE OF MEDIA OR MATERIALS NEEDED
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____
e.	_____	_____	_____

4. Please make any additional comments regarding your needs for instructional media or materials in the space below.

APPENDIX H

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

March 3, 1981

Ron Hubbard
Child Development
Austin Community College
P.O. Box 2285
Austin, Texas 77868

Dear Educator,
The Post-Secondary Vocational Home Economics Instructional Materials Needs Assessment Project was designed to identify systematically your needs for instructional media and materials that would be suitable for use with the junior or community college student. Information is being gathered in several ways, the most important being the administration and analysis of the survey enclosed. Instructors of dietetics, food service, child development, interior design, alterations and tailoring, and fashion design are being asked to respond to this survey. It is evident that the instructors, professional vocational educators, are best qualified to characterize their students, to describe present use of instructional media and materials, and to identify what instructional media or materials may need to be developed for their subject area.

The potential use of the survey results would be in developing instructional media and materials in the area(s) of greatest need. Your input at this time will affect future projects designed to benefit the post-secondary vocational home economics programs in Texas.

We would appreciate your taking time to complete and return the survey in the enclosed envelope to this office by March 20th. Participants will receive at the conclusion of the project in June an annotated bibliography of instructional media and materials currently available for each of the subject areas mentioned.

For more information concerning the survey or the project, please call or write.

Sincerely,

Candice H. Bowers

Candice H. Bowers
Assistant Director
Materials Needs
Assessment Project

CHB/kei

Box 4067 / Lubbock, Texas 79409 / (806) 742-3028

APPENDIX I

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

April 1, 1981

Dear Educator,

A few weeks ago you should have received a survey called the "Post-Secondary Instructional Materials Needs Assessment."

We feel that your input is important, that as a professional your opinions are crucial to the success of this project and subsequent endeavors designed to meet your needs. For this reason we are sending you this reminder to please return your survey within the next two days.

We are counting on you to respond! Your valuable time is greatly appreciated. If for some reason you have not received a survey, please write or call this office.

Sincerely,

Candice H. Bowers
Assistant Director
Materials Needs
Assessment Project

CHB/kei

80

Box 4067 / Lubbock, Texas 79409 / (806) 742-3028